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Prof. Eric Stone
Chair, Department of Psychology
Wake Forest University
Winston-Salem, North Carolina

Dear Prof. Eric Stone and members of the search committee,

I am applying for the advertised Assistant Professor of Quantitative Methodology position in the Department of Psychology at Wake Forest University. Drs. Will Fleeson and Michael Furr encouraged me to apply at a recent personality conference. I am a Ph.D candidate in Quantitative Methodology at Vanderbilt University's Department of Psychology and Human Development. I anticipate defending my dissertation by May, 2019.

Your advertisement noted interest in candidates with comparable expertise in methods and a content area, who can teach in both those areas. As you will see in greater detail in my research statement, my research interests reflect the historic symbiosis between quantitative methods and differential psychology: my substantive work on individual differences and health inequity inspires my quantitative work, whereas my quantitative work on biometrically-informed designs facilitates my substantive work.

I have two lines of research that examine the evaluation of biometrically-informed designs for psychology and their application to understanding health inequity. In my substantive work, I focus on how individual differences, such as conscientiousness and intelligence, influence the relationship between socioeconomic status and health. In my methodological work, I focus on developing and improving biometrically-informed designs, such as behavior genetic models and discordant kin models. These designs strengthen our ability to make causal inferences by leveraging environmental and genetic information.

I have received external funding for the intersection of this research; I was awarded a three-year research fellowship (\approx \$138,000) from the National Science Foundation and competitive smaller travel and training grants from outside universities, professional organizations, and private foundations. As an Assistant Professor, I would pursue similar funding streams, and actively encourage my students to pursue those streams of external funding.

With respect to teaching at the graduate level, I could teach survey courses on Longitudinal Modeling, Generalized Linear modeling, and Quasi-Experimental Methods, as well as specialty courses related to my research. These survey courses would focus on popular methods and software overviews. For example, the Longitudinal course would provide overviews of Structural Equation Modeling, Multilevel Modeling, Survival Analysis, and other applications of maximum likeli-

hood estimation. At the undergraduate level, I could teach the two-semester Research Methods sequences (311-312), Introduction to Quantitative Psychology/Research in Quantitative Psychology, Personality Psychology, and Topics in Psychology courses on Data Analysis in R, and Lying with Statistics.

I am intrigued by the department's interest in developing a quantitative area. In the age of open science and reproducibility, there is such demand for methods training, yet only a handful of psychology departments have methods areas. I think that developing a methods-focused degree program is forward-thinking and showcases the current strengths of the department.

I have enclosed my vita, evidence of teaching effectiveness, and statements of research, teaching, and diversity; my letters of reference will be submitted by Professors Joseph Lee Rodgers, Kristopher Preacher, and Jeremy Biesanz. I am available via email and telephone (1.267.357.4392) to answer any questions. Thank you for considering my application.

Sincerely,

S. Mason Garrison